DOCUMENT RESUME

ED 164 118 PS 010 311

TITLE	Annotated Bibliography of CDA Curriculum Materials (Volume I, No. 1).
INSTITUTION	Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE	78
NOTE	52p.; Several pages of the original document were printed on color paper and may be of marginal legibility
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Child Care Workers; Early Childhood Education; *Instructional Materials; Learning Modules; Manuals; *Performance Based Teacher Education; Postsecondary Education; *Preschool Teachers; Training
IDENTIFIERS	*Child Development Associate

ABSTRACT

Citations of Child Development Associate (CDA) curricula and supplemental resource materials are included in this annotated bibliography published by the CDA Clearinghouse. The materials are grouped according to the six CDA competency areas, the bilingual/bicultural training competencies, the personal capacities (social skills), and general supplemental resource materials. Curriculum materials include educational packages, instructional booklets, learning packages and modules, etc. The CDA competencies are: (1) establishing a safe and healthy environment conducive to teaching preschool children; (2) advancing physical and intellectual competence in preschoolers; (3) building positive self-concent and individual strength; (4) promoting positive functioning of children and adults in a group; (5) establishing productive parent/teacher relations; and (6) cooperating with other staff members in policy and curriculum planning. The CDA program also stresses supporting bilingual education and promoting personal capacities (such as social skills). Supplemental resources include content oriented early childhood educational materials not specifically developed for CDA training. Each curriculum or supplemental resource citation contains publication data, a cross reference index, and a summary of key features of the document. (Author/SE)

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ANNOTATED BIBLIOGRAPHY

OF

CDA CURRICULUM MATERIALS

Volume I, No. 1

Spring 1978

PS010311

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INTRODUCTION

The Annotated Bibliography of CDA Curriculum Materials is an information exchange publication of the CDA Clearinghouse. It includes CDA curricula and supplemental resource materials applicable to each of the six CDA Competency Areas, the Bilingual/Bicultural Training Competencies, and the Personal Capacities, as well as a separate section of general supplemental resource materials.

CDA curricula and other training materials submitted to the Clearinghouse are reviewed and analyzed for their suitability for inclusion in the Annotated Bibliography. Those who submit their CDA and CDA-related training materials to the Clearinghouse make it possible for other child care trainers--whether individuals, agencies, or organizations--to share in the progress they have made in developing training methods and materials.

SELECTION OF MATERIALS

To be included in the Annotated Bibliography a document must be readily available from its publisher by mail request and must comply with part or all of the CDA Training Criteria. These Criteria are guidelines for implementing CDA training that have been developed by the Administration for Children, Youth, and Families. They stipulate that:

- Training should be based on the CDA Competencies and should lead to their acquisition
- Valid credit should be offered for CDA training
- Fifty percent or more of the intern's total training time should be spent in supervised field work
- Academic content and field work should be an integrated set of experiences
- Training should be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies
- Training should be flexibly scheduled so that length of training time varies according to each intern's rate of acquisition of the CDA Competencies.

ORGANIZATION OF THE BIBLIOGRAPHY

Training materials included in this Bibliography are referred to as "documents," and are classified either as Curriculum Materials, Supplemental Resources, or General Supplemental Resources. Curriculum Materials include educational packages, instructional booklets, learning packages, learning modules, etc. Supplemental Resources include content-oriented early childhood educational materials not specifically developed for CDA training. General Supplemental Resources are non-content-oriented materials developed for CDA training, such as checklists, appraisal tools, guides, etc.

Documents are grouped according to:

- Functional Area or Areas within each major Competency Area
- The Bilingual/Bicultural Training Competencies
- The Personal Capacities
- General Supplemental Resources.

The Competency Areas and competency standards for each Functional Area are stated at the beginning of each major grouping.

Within each of the Competency Area groupings, Curriculum Materials appear first, followed by Supplemental Resources. Documents are listed either as MAJOR ENTRIES or as CROSS-REFERENCES under each grouping. MAJOR ENTRIES are listed alphabetically by author, editor, or institution, and numbered consecutively. Numbers assigned to Curriculum Materials are prefixed with the letter "C"--for example, C-1, C-2, etc. Numbers assigned to Supplemental Resources are prefixed with the letter "S" (S-1, S-2, etc.). For easy reference the Supplemental Resource materials appear on color-coded sheets. General Supplemental Resources are prefixed with the letter "G" (G-1, G-2, etc.). The General Supplemental Resources appear in a color-coded section after the Personal Capacities listings.

Information for each Curriculum or Supplemental Resource document is provided according to the following elements:

- Publication Data: Author, full title (underscored), city of publication, publisher, date of publication, number of pages, and price
- Cross-Reference Index: Other Competency Areas, Functional Areas, and/or Personal Capacities, if any, covered in the document
- Training Process: The CDA Training Criteria that are included in the training process described in the document

- Format: The methods used by the author(s) to present the Curriculum Materials:

  --Instruction only: The document contains information on how the intern is to proceed and where to obtain content information

  --Instructions, some content: The document contains information on how the intern is to proceed. Although some content is included, references are made to additional, necessary sources

  --Comprehensive: The document contains all necessary materials and information for the intern

- Content: A summary of the content included in the document, including its key features.

When the content of a document covers more than one Functional Area, the full annotated entry appears only under the MAJOR ENTRY listing. Cross-Referencing information is limited to the information included in the Publication Data with a reference to the MAJOR ENTRY listing--for example, "See PHYSICAL."

To Locate Documents: Documents may be located through the Table of Contents, which lists Competency and Functional Areas, the General Supplemental Resource section, or by publisher through the Publisher's Index on page 57.

DEFINITION OF TERMS

Publishers and authors of the training materials that appear in this Annotated Bibliography have used different terms for the roles of intern and field advisor and for the training components. For the purposes of clarity and continuity, however, the following terms will be used throughout this Bibliography:

- Intern: The person in CDA competency-based training whose goal is acquisition of the CDA Credential. Comparable terms are trainee, candidate, student, etc.

- Field Advisor: The person who advises, counsels, makes recommendations to, guides, and assists interns in their field work. Comparable terms are field supervisor, field trainer, instructor, etc.

- Appraisal (pre-appraisal, exit appraisal): The process in which the training program and the intern alike make judgments regarding the intern's demonstrated competence before he or she begins training or exits from the training required in a particular module or learning package. Comparable terms are assessment, pre-assessment, exit assessment.

- Assessment, final assessment: The process in which the CDA Consortium, through its Credential Award System, makes judgments regarding the competence demonstrated by a CDA candidate for the purpose of awarding the CDA Credential.

- Indicators: Subcategories of skills related to the six CDA Competency Areas and Functional Areas. The indicators provide a basis for observations and for classifying or categorizing observations of an intern's performance within each Area.

- Personal Capacities: The patterns of relating to children identified by ACYF as essential to the CDA's ability to demonstrate the CDA Competencies. Stated as indicators these are:

  --Is sensitive to children's feelings and the qualities of young children

  --Listens to children to understand what they mean

  --Uses nonverbal means of communication and adapts adult verbal language and style to maximize communication with children

  --Protects orderliness without sacrificing childish spontaneity and exuberance

  --Is perceptive of individuality and the positive use of individual differences within the group of children

  --Exercises control without being threatening

  --Is emotionally responsive, taking pleasure in children's successes and supporting them when they experience troubles and failures

  --Brings humor and imaginativeness into the group situation

  --Is committed to maximizing the child's and his/her family's strengths and potentials.

COMPETENCY AREA I

ESTABLISHES A SAFE AND HEALTHY LEARNING ENVIRONMENT

FUNCTIONAL AREAS

SAFE

CANDIDATE PROVIDES A SAFE ENVIRONMENT BY TAKING NECESSARY MEASURES TO REDUCE OR PREVENT ACCIDENTS

HEALTHY

CANDIDATE PROVIDES AN ENVIRONMENT THAT IS FREE OF FACTORS THAT MAY CONTRIBUTE TO OR CAUSE ILLNESS

ENVIRONMENT

CANDIDATE SELECTS MATERIALS AND EQUIPMENT AND ARRANGES THE ROOM TO PROVIDE AN ENVIRONMENT CONDUCIVE TO LEARNING AND APPROPRIATE TO THE DEVELOPMENTAL LEVEL AND LEARNING STYLE OF THE CHILDREN

COMPETENCY AREA I

FUNCTIONAL AREA
SAFE

MAJOR ENTRIES

None

CROSS-REFERENCES

None

COMPETENCY AREA I

FUNCTIONAL AREA
HEALTHY

MAJOR ENTRIES

None

CROSS-REFERENCES

None

COMPETENCY AREA I

FUNCTIONAL AREA
ENVIRONMENT

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT C-3 (See LANGUAGE)

Andrews, P., and Tyson, R. Developing Competencies for Utilizing Children's Multicultural Literature in Early Childhood Programs. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 43 pp. $3.00.

COMPETENCY AREA I

FUNCTIONAL AREA
SAFE

MAJOR ENTRIES

None

CROSS-REFERENCES

None

COMPETENCY AREA I

FUNCTIONAL AREA
HEALTHY

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

COMPETENCY AREA I

FUNCTIONAL AREA
ENVIRONMENT

MAJOR ENTRIES

DOCUMENT S-1

Dehls, Betty. Multiplicity of Learning Centers (The How and Why Book). Tucson, Ariz.: ACERD/TEEM, College of Education, University of Arizona, 1977. 39 pp. $2.00.

- Cross-Reference Index:

None

- Content:

Suggested ways for teachers of children aged five through eight years to accommodate the particular needs and styles of their students through the use of learning centers. Describes each center and provides goal, options for use, and possible extension activities. Adaptable to preschool environment.

DOCUMENT S-10

Dodge, Diane T. Room Arrangement as a Teaching Strategy. Washington, D.C.: Teaching Strategies, 1978. 38 pp. booklet, filmstrip, audio-cassette. $30.00.

- Cross-Reference Index:

Competency Area II, Cognitive and Language
Competency Area III, Self Concept and Individual Strength
Competency Area IV, Group Management

- Content:

Content information presented in two parts. Part I relates room arrangement and behavior of children. Part II presents room arrangement as it assists in the concept and skill development of children. Suggestions provided for trainers in presenting filmstrip and tape to teachers and/or parents. Available in Spanish.

CROSS-REFERENCES

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

COMPETENCY AREA II

ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE

FUNCTIONAL AREAS

PHYSICAL

CANDIDATE PROVIDES A VARIETY OF APPROPRIATE EQUIPMENT, ACTIVITIES, AND OPPORTUNITIES TO PROMOTE THE PHYSICAL DEVELOPMENT OF THE CHILDREN

COGNITIVE

CANDIDATE PROVIDES ACTIVITIES AND EXPERIENCES WHICH ENCOURAGE QUESTIONING, PROBING, AND PROBLEM-SOLVING SKILLS APPROPRIATE TO THE DEVELOPMENTAL LEVEL AND LEARNING STYLE OF THE CHILDREN

LANGUAGE

CANDIDATE HELPS CHILDREN ACQUIRE AND USE LANGUAGE AS A MEANS OF COMMUNICATING THEIR THOUGHTS AND FEELINGS AND OF UNDERSTANDING OTHERS

CREATIVE

CANDIDATE PROVIDES A VARIETY OF APPROPRIATE EXPERIENCES AND MEDIA THAT STIMULATE CHILDREN TO EXPLORE AND EXPRESS THEIR CREATIVE ABILITIES

COMPETENCY AREA II

FUNCTIONAL AREA
PHYSICAL

MAJOR ENTRIES

DOCUMENT C-1

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Child Growth and Development. Midwest City, Okla.: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976. 151 pp. n.p.

- Cross-Reference Index:

Competency Area II, Cognitive, Language, and Creative
Competency Area III, Self-Concept and Individual Strength
Competency Area IV, Social and Group Management.

- Training Process:

Uses individualization, integration of academic and field experiences, and flexible scheduling.

- Format:

Comprehensive.

- Content:

Rationale and 13 performance standards for the modules are included. Presents the theories of Erikson and Maslow; the physical, cognitive, social, and emotional developmental stages of children from prenatal to six years. Learning activities are related to performance objectives and information presented. Activities produce written documentation of competence. No criteria are listed for evaluation of written work. Bibliography provides a wide variety of available resources.

CROSS-REFERENCES

None

COMPETENCY AREA II

FUNCTIONAL AREA
COGNITIVE

MAJOR ENTRIES

DOCUMENT C-2

Andrews, P., and Trahan, G. Mathematics and Culture for Young Children. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 28 pp. n.p.

- Cross-Reference Index:

Competency Area III, Self-Concept and Individual Strength
Competency Area V, Home-Center
Bilingual/Bicultural Training Competency #2.

- Training Process:

Uses academic/field integration and supervised field experiences.

- Format:

Instructions, some content.

- Content:

Focus is on the incorporation of cultural activities and materials (such as play materials and games used in the home and community setting) into the teaching of mathematics to young children. The goal is to enhance the child's self-concept by establishing cultural and ethnic identity in learning the basic skills. In addition, the theories of Piaget, Bruner, and Gagné are explored in terms of stages of development and implications for teaching mathematics.

Included in the module are general objectives, behavioral objectives, a preassessment, and three groupings of activities that relate to the objectives. Activities involve the intern in application of theory in the community and classroom settings. A bibliography of readings pertaining to each activity grouping is included, as is a script of an audiotape presentation of the three theorists.

No instructions are included for instructor or field supervisor to use in evaluating activities for exit assessment.

CROSS-REFERENCES

DOCUMENT C-1 (See PHYSICAL)

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Child Growth and Development. Midwest City, Okla.: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976. 151 pp. n.p.

DOCUMENT C-3 (See LANGUAGE)

Andrews, P., and Tyson, R. Developing Competencies for Utilizing Children's Multicultural Literature in Early Childhood Programs. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 43 pp. $3.00.

DOCUMENT C-4 (See LANGUAGE)

Culler, Carol, and Van Auken, Susan. Facilitating Language Comprehension and Usage. Ames, Iowa: Head Start Training Office, Department of Child Development, Iowa State University, 1976. 138 pp. $4.10.

COMPETENCY AREA II

FUNCTIONAL AREA
LANGUAGE

MAJOR ENTRIES

DOCUMENT C-3

Andrews, P., and Tyson, R. Developing Competencies for Utilizing Children's Multicultural Literature in Early Childhood Programs. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 43 pp. $3.00.

- Cross-Reference Index:

Competency Area I, Environment
Competency Area II, Cognitive and Creative
Competency Area III, Self-Concept and Individual Strength
Bilingual/Bicultural Training Competency #2.

- Training Process:

Uses academic/field integration and supervised field experiences.

- Format

Instruction only.

- Content:

Module focuses on methods and materials to enhance the teaching of children's literature, with emphasis on the use of culturally relevant materials to elevate self-esteem in minority children. Instructions are given for learning activities that relate to 11 objectives. Objectives become more complex as interns proceed through the module--from demonstrating knowledge by accurately defining children's literature and its division to demonstrating the ability to use print and non-print media creatively with children. Ages covered are from three to eight.

Although several attachments that are necessary for completion of learning activities are included in the module, the intern is referred to required reading in two textbooks.

A paper-and-pencil examination that serves as both a pre- and post-test is included in the module. No instructions are included for instructor or field supervisor with respect to evaluation of learning activities.

DOCUMENT C-4

Culler, Carol, and Van Auken, Susan. Facilitating Language Comprehension and Usage. Ames, Iowa: Head Start Training Office, Department of Child Development, Iowa State University, 1976. 138 pp. $4.10.

- Cross-Reference Index:

Competency Area II, Physical, Cognitive, and Creative.

- Training Process:

Training is organized according to the CDA Competencies.

- Format:

Comprehensive.

- Content:

Content focuses on theoretical knowledge and practical application of skills used in language development of children--how children use language, encouraging children's language growth, and symbol recognition. Three documents are included in the module: a trainee's workbook of exercises, a packet of readings related to the content area, and a booklet guide to speech and language problems. No outside resources are needed. Provides documentation products for training and final assessment portfolios. Uses indicators of demonstrated competence.

CROSS-REFERENCES

DOCUMENT C-1 (See PHYSICAL)

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Child Growth and Development. Midwest City, Okla.: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1966. 151 pp. n.p.

COMPETENCY AREA II

FUNCTIONAL AREA
CREATIVE

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT C-1 (See PHYSICAL)

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Child Growth and Development. Midwest City, Okla.: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1966. 151 pp. n.p.

DOCUMENT C-3 (See LANGUAGE)

Andrews, P., and Tyson, R. Developing Competencies for Utilizing Children's Multicultural Literature in Early Childhood Programs. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 43 pp. $3.00.

DOCUMENT C-4 (See LANGUAGE)

Culler, Carol, and Van Auken, Susan. Facilitating Language Comprehension and Usage. Ames, Iowa: Head Start Training Office, Department of Child Development, Iowa State University, 1976. 138 pp. $4.10.

COMPETENCY AREA II

FUNCTIONAL AREA
PHYSICAL

MAJOR ENTRIES

DOCUMENT S-2

Alvarado, D., and Silverman, L. Visual Motor Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 326 pp. $3.00.

- Cross-Reference Index:

Competency Area II, Cognitive and Creative.

- Content:

Part of the Try-Angle Series for mainstreaming the handicapped child. Content encompasses 25 visual motor skills, testing for these, and developmental activities. Skill objectives useful for development of eye-hand coordination are included. Varied resources are given, including media materials.

DOCUMENT S-3

Silverman, L., and Stobbelaar, C. Gross Motor Skills: How to Develop Physical Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 318 pp. $3.00.

- Cross-Reference Index:

None

- Content:

Content is classroom-oriented, toward mainstreaming the handicapped child. Activities and motor skill objectives are useful for all children. Includes teaching by objectives, testing procedures, record-keeping, and 25 gross motor activities.

CROSS-REFERENCES

None

COMPETENCY AREA II

FUNCTIONAL AREA
COGNITIVE

MAJOR ENTRIES

DOCUMENT S-4

Nelson, V.; Richards, B.; and Rodriquez, L. Orchestrated Instruction: A Cooking Experience. Tucson, Ariz.: ACERD/TEEM, College of Education, University of Arizona, 1969. 32 pp. $1.00.

- Cross-Reference Index:

Competency Area II, Language and Creative.

- Content:

Case study describing a class at work during a cooking activity. Overview of rationale of cooking in the classroom presented. Demonstrates TEEM concept of "orchestration." Some learning activities related to cooking experience at early elementary level are included.

DOCUMENT S-5

Silverman, Linda. Cognitive Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1975. 450 pp. $3.00.

- Cross-Reference Index:

Competency Area II, Language and Creative.

- Content:

Part of the Try-Angle series for mainstreaming the handicapped child. Stated objectives serve as guides to detecting problems in cognitive development. Testing procedures given. Activities related to stated objectives would be useful for all children. Includes bibliography and extensive resource lists.

CROSS-REFERENCES

DOCUMENT S-2 (See PHYSICAL)

Alvarado, D., and Silverman, L. Visual Motor Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 326 pp. $3.00.

DOCUMENT S-6 (See LANGUAGE)

Hobson, Arline B. The Natural Method of Language Learning: Systematized. Tucson, Arizona: ACERD/TEEM, College of Education, University or Arizona, 1973. 56 pp. $1.50.

DOCUMENT S-7 (See LANGUAGE)

Hobson, A.B., and McCauley, P.B. Intellectual Skills and Language. Tucson, Ariz.: ACERD/TEEM, College of Education, University of Arizona, 1976. 89 pp. $3.00.

DOCUMENT S-8 (See LANGUAGE)

Lipp, J., and Silverman, L. Auditory Language Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 372 pp. $3.00.

DOCUMENT S-10 (See ENVIRONMENT)

Dodge, Diane T. Room Arrangement as a Teaching Strategy. Washington, D.C.: Teaching Strategies, 1978. 38 pp. booklet, filmstrip, audiocassette. $30.00

COMPETENCY AREA II

FUNCTIONAL AREA
LANGUAGE

MAJOR ENTRIES

DOCUMENT S-6

Hobson, Arline B. The Natural Method of Language Learning: Systematized. Tucson, Ariz.: ACERD/TEEM, College of Education, University of Arizona, 1973. 56 pp. $1.50.

- Cross-Reference Index:

Competency Area II, Cognitive
Personal Capacities.

- Content:

Concerns the role of the teacher as language model, theoretical approach to language learning, and cognitive and language development of children through the third grade. Background knowledge of language development would be helpful in internalizing content.

DOCUMENT S-7

Hobson, A.B., and McCauley, P.B. Intellectual Skills and Language. Tucson, Ariz.: ACERD/TEEM, College of Education, University of Arizona, 1976. 89 pp. $3.00.

- Cross-Reference Index:

Competency Area II, Cognitive.

- Content:

Sequel to Natural Method of Language Learning: Systematized. Presents 19 teaching aims with background information and sample classroom conversation scripts. Each script analyzes teacher's language. Applies mainly to early elementary ages.

DOCUMENT S-8

Lipp, J., and Silverman, L. Auditory Language Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Assocation, Inc., 1976. 372 pp. $3.00.

- Cross-Reference Index:

Competency Area II, Cognitive and Creative.

- Content:

Part of the Try-Angle series on mainstreaming the handicapped child. Auditory-language objectives, testing procedures, and activities included would be useful for all children. Lists extensive resources of a variety of materials.

CROSS-REFERENCES

DOCUMENT S-4 (See COGNITIVE)

Nelson, V.; Richards, B.; and Rodriquez, L. Orchestrated Instruction: A Cooking Experience. Tucson, Ariz.: ACERD/TEEM, College of Education, University of Arizona, 1969. 32 pp. $1.00.

DOCUMENT S-5 (See COGNITIVE)

Silverman, Linda. Cognitive Skills. Commerce City, Colo.: Adams County Head Start, ACDO Improvement Association, Inc., 1975. 450 pp. $3.00.

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

DOCUMENT S-10 (See ENVIRONMENT)

Dodge, Diane T. Room Arrangement as a Teaching Strategy. Washington, D.C.: Teaching Strategies, 1978. 38 pp. booklet, filmstrip, audiocassette. $30.00.

COMPETENCY AREA II

FUNCTIONAL AREA
CREATIVE

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT S-2 (See PHYSICAL)

Alvarado, D., and Silverman, L. Visual Motor Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 326 pp. $3.00.

DOCUMENT S-4 (See COGNITIVE)

Nelson, V.; Richards, B., and Rodriquez, L. Orchestrated Instruction: A Cooking Experience. Tucson, Ariz.: ACERD/TEEM, College of Education, University of Arizona, 1969. 32 pp. $1.00.

DOCUMENT S-5 (See COGNITIVE)

Silverman, Linda. Cognitive Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1975. 450 pp. $3.00.

DOCUMENT S-8 (See LANGUAGE)

Lipp, J., and Silverman, L. Auditory Language Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 372 pp. $3.00.

COMPETENCY AREA III

BUILDS POSITIVE SELF-CONCEPT
AND
INDIVIDUAL STRENGTH

FUNCTIONAL AREAS

SELF-CONCEPT

CANDIDATE HELPS EACH CHILD TO KNOW, ACCEPT, AND APPRECIATE HIMSELF/HERSELF AS AN INDIVIDUAL

INDIVIDUAL STRENGTH

CANDIDATE HELPS EACH CHILD DEVELOP A SENSE OF INDEPENDENCE AND ACQUIRE THE ABILITY TO EXPRESS, UNDERSTAND, AND CONTROL FEELINGS RELATIVE TO HIS/HER CULTURAL/ETHNIC GROUP

COMPETENCY AREA III

FUNCTIONAL AREA
SELF-CONCEPT

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT C-1 (See PHYSICAL)

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Child Growth and Development. Midwest City, Okla.: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1966. 151 pp. n.p.

DOCUMENT C-2 (See COGNITIVE)

Andrews, P., and Trahan, G. Mathematics and Culture for Young Children. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 29 pp. n.p.

DOCUMENT C-3 (See LANGUAGE)

Andrews, P., and Tyson, R. Developing Competencies for Utilizing Children's Multicultural Literature in Early Childhood Programs. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 43 pp. $3.00.

COMPETENCY AREA III

FUNCTIONAL AREA
INDIVIDUAL STRENGTH

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT C-1 (See PHYSICAL)

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Child Growth and Development. Midwest City, Okla.: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1966. 151 pp. n.p.

DOCUMENT C-2 (See COGNITIVE)

Andrews, P., and Trahan, G. Mathematics and Culture for Young Children. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 29 pp. n.p.

DOCUMENT C-3 (See LANGUAGE)

Andrews, P., and Tyson, R. Developing Competencies for Utilizing Children's Multicultural Literature in Early Childhood Programs. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 43 pp. $3.00.

COMPETENCY AREA III

FUNCTIONAL AREA
SELF-CONCEPT

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

DOCUMENT S-10 (See ENVIRONMENT)

Dodge, Diane T. Room Arrangement as a Teaching Strategy. Washington, D.C.: Teaching Strategies, 1978. 33 pp. booklet, filmstrip, audio-cassette. $30.00

COMPETENCY AREA III

FUNCTIONAL AREA
INDIVIDUAL STRENGTH

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

DOCUMENT S-10 (See ENVIRONMENT)

Dodge, Diane T. Room Arrangement as a Teaching Strategy. Washington, D.C.: Teaching Strategies, 1978. 38 pp. booklet, filmstrip, audio-cassette. $30.00.

COMPETENCY AREA IV

PROMOTES POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP

FUNCTIONAL AREAS

SOCIAL

CANDIDATE HELPS THE CHILDREN TO LEARN TO GET ALONG WITH OTHERS AND ENCOURAGES FEELINGS OF MUTUAL RESPECT AMONG THE CHILDREN IN THE GROUP

GROUP MANAGEMENT

CANDIDATE PROVIDES THE GROUP WITH A POSITIVE ROUTINE AND WITH SIMPLE RULES THAT ARE UNDERSTOOD AND ACCEPTED BY CHILDREN AND ADULTS

COMPETENCY AREA IV

FUNCTIONAL AREA
SOCIAL

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT C-1 (See PHYSICAL)

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Child Growth and Development. Midwest City, Okla.: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1966. 151 pp. n.p.

COMPETENCY AREA IV

FUNCTIONAL AREA
GROUP MANAGEMENT

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT C-1 (See PHYSICAL)

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Child Growth and Development. Midwest City, Okla.: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1966. 151 pp. n.p.

COMPETENCY AREA IV

FUNCTIONAL AREA
SOCIAL

MAJOR ENTRIES

DOCUMENT S-9

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

- Cross-Reference Index:

Competency Area I, Healthy and Environment
Competency Area II, Language
Competency Area III, Self-Concept and Individual Strength
Competency Area IV, Group Management
Competency Area VI, Staff
Bilingual/Bicultural Training Competency #2
Personal Capacities.

- Content:

Part of the Try-Angle series for mainstreaming the handicapped child. All objectives are cross-referenced with other books in series. Contains self-training for classroom teacher in "encouraging acceptable social behaviors." Discusses the role of the mental health consultant. Lists 30 social objectives and observation procedures for each objective. Procedure for identifying developmental levels and conducting observations would be applicable for use with preschool children in general. Bibliography of varied resources is provided.

CROSS-REFERENCES

None

COMPETENCY AREA IV

FUNCTIONAL AREA
GROUP MANAGEMENT

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

DOCUMENT S-10 (See ENVIRONMENT)

Dodge, Diane T. Room Arrangement as a Teaching Strategy. Washington, D.C.: Teaching Strategies, 1978. 38 pp. booklet, filmstrip, audio-cassette. $30.00.

COMPETENCY AREA V

BRINGS ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

FUNCTIONAL AREA

HOME/CENTER

CANDIDATE ESTABLISHES POSITIVE AND PRODUCTIVE RELATIONSHIPS WITH PARENTS AND ENCOURAGES THEM TO PARTICIPATE IN THE CENTER'S ACTIVITIES

COMPETENCY AREA V

FUNCTIONAL AREA
HOME/CENTER

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT C-2 (See COGNITIVE)

Andrews, P., and Trahan, G. Mathematics and Culture for Young Children. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 29 pp. n.p.

COMPETENCY AREA V

FUNCTIONAL AREA
HOME/CENTER

MAJOR ENTRIES

None

CROSS-REFERENCES

None

COMPETENCY AREA VI

CARRIES OUT SUPPLEMENTARY RESPONSIBILITIES
RELATED TO CHILDREN'S PROGRAMS

FUNCTIONAL AREA

STAFF

CANDIDATE WORKS COOPERATIVELY WITH OTHER
STAFF MEMBERS WHERE THE CENTER'S PLANS,
ACTIVITIES, POLICIES, AND RULES ARE CONCERNED

COMPETENCY AREA VI

FUNCTIONAL AREA
STAFF

MAJOR ENTRIES

None

CROSS-REFERENCES

None

COMPETENCY AREA VI

FUNCTIONAL AREA
STAFF

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

BILINGUAL/BICULTURAL TRAINING COMPETENCIES

#1	COMPREHENDS AND COMMUNICATES WITH CHILDREN AND ADULTS IN BOTH SPANISH AND ENGLISH.
#2	SUPPORTS THE CHILD'S ETHNIC IDENTITY AND SELF-CONCEPT BY MAKING CULTURAL EXPERIENCES AN INTEGRAL PART OF THE DAILY PROGRAM AND SUPPLEMENTAL ACTIVITIES.

BILINGUAL/BICULTURAL TRAINING COMPETENCIES

#1

MAJOR ENTRIES

None

CROSS-REFERENCES

None

BILINGUAL/BICULTURAL TRAINING COMPETENCIES

#2

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT C-2 (See COGNITIVE)

Andrews, P., and Trahan, G. Mathematics and Culture for Young Children. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 29 pp. n.p.

DOCUMENT C-3 (See LANGUAGE)

Andrews, P., and Tyson, R. Developing Competencies for Utilizing Children's Multicultural Literature in Early Childhood Programs. Baton Rouge, La.: College of Education, Southern University, Spring 1978. 43 pp. $3.00.

BILINGUAL/BICULTURAL TRAINING COMPETENCIES

#1

MAJOR ENTRIES

None

CROSS-REFERENCES

None

#2

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

PERSONAL CAPACITIES

MAJOR ENTRIES

None

CROSS-REFERENCES

None

PERSONAL CAPACITIES

MAJOR ENTRIES

None

CROSS-REFERENCES

DOCUMENT S-9 (See SOCIAL)

Project Head Start. Social Skills. Commerce City, Colo.: Adams County Head Start, ADCO Improvement Association, Inc., 1976. 172 pp. $3.00.

GENERAL SUPPLEMENTAL RESOURCES

G-1 Child Development Training Program Staff. Guide to CDA Preparation and Assessment: Sample Portfolio Shell. Bemidji, Minn.: Bemidji State University, August 1977. 18 pp. plus Portfolio Shell. $2.00.

Presents overview of CDA Consortium Credential Award System and, secondarily, the CDA training process. Portfolio Shell contains sample forms. Guide is a resource for CDA final assessment.

G-2 Federer, S., and Sazer, N. CDA Candidate Handbook. Durham, N.H.: University System of New Hampshire, July 1977. $8.00.

Lists indicators for demonstration of competence, grouped into seven components. Includes all forms and steps needed to progress through the New Hampshire CDA training program.

G-3 Federer, S., and Sazer, N. CDA Sponsor Handbook. Durham, N.H.; University System of New Hampshire, July 1977. 95 pp. $8.00.

Describes New Hampshire approach to CDA training, role and responsibility of field advisor, and suggestions for assisting intern through CDA training.

G-4 Frank, Ruth E. Providing a Meaningful Practicum for the CDA, A Competency-Based Syllabus for CDA. Newtown, Pa.: Bucks County Community College, January 1978. 19 pp. $2.00.

Course syllabus for practicum in early childhood education for CDA. Includes adaptation of the traditional practicum experience method to a full-time employment situation. Contains forms to be used in completing course assignments.

G-5 Graves, Eva Lee. Arkansas CDA Training Manual. Beebe, Ark.: Arkansas State University-Beebe, June 1977. 24 pp. $2.50.

Introductory guide. Relates Competency Areas, Functional Areas, Competency Standards, and indicators to Head Start performance standards. Includes overview of Arkansas CDA training process, the CDA Consortium Credential Award System, and portfolio development.

G-6 Graves, Eva Lee. CDA Functional Area Checksheets. Beebe, Ark.: Arkansas State University-Beebe, September 1976. 13 pp. $1.50.

Presents a one-page checksheet for each Functional Area. Each sheet contains four sections: Functional Area and definition, checklist of indicators, questions, and content.

G-7 Green, Marjorie, and Murphy, Barbara. CDA Program--University of Idaho. Lewiston, Idaho: Lewiston-Clarkson Head Start, September 1975. 196 pp. $7.50.

A pre-appraisal instrument developed specifically for Head Start programs. Can be adapted to other programs. Contains pre- and post-appraisal activities for self-appraisal along with possible criteria (indicators) as guides to the self-appraisal.

G-8 Johnstone, Elizabeth Bayless. Child Development Associate Assessment of Competencies (Pre and Post) (rev. ed.). Visalia, Cal.: Tulare County Department of Education, September 1976. 41 pp. $1.50.

Rating scale (5-point) to be used by intern and/or evaluator. Content covers each Functional Area. Indicators are divided into knowledge and classroom evidence. Additional competencies include general responsibilities, team responsibilities, and evaluation responsibilities.

G-9 King, Angela. Compiling a Portfolio. Redlands, Cal.: HSST/CDA Program, October 1976. 61 pp. $6.50.

Booklet to assist CDA candidate in compiling an LAT portfolio. Contains general information on LAT portfolio development, ideas for each Functional Area, and sample portfolio pages.

G-10 Maginnis, B.; Schwartz, J.; and Wilson, T. First Step--A Guide for Understanding CDA Concepts and Terms for Parent-Community Representatives. Denver, Colo.: Community Development Institute, June 1977. 12 pp. n.p.

Guide to be used in conjunction with CDA Consortium materials for the Parent-Community Representative. Contains simplified definitions of CDA terms and observation checklist with indicators for organizing observation into Functional Areas.

G-11 Migliaro, Ann. Portfolio Sort. Denver, Colo.: Community Development Institute, December 1977. n.p.

Set of cards listing either Functional Area, Competency Standard, or description of LAT portfolio entry. To be sorted in variety of ways for initial training in LAT portfolio development or for familiarization with the Functional Areas and Competency Standards.

PUBLISHER'S INDEX

PUBLISHER (Institution)	DOCUMENT NUMBER(S) Contact Person
Adams County Head Start ADCO Improvement Assocation, Inc. 6361 East 72nd Avenue Commerce City, Colo. 80022	DOCUMENTS S-2, S-3, S-5, S-8, S-9 Ms. Diana Alvarado
Arkansas State University HSST/CDA Program Box H Beebe, Ark. 72012	DOCUMENTS G-5, G-6 Ms. Eva L. Graves
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Angela King 209 Judson #C Redlands, Cal. 92373	DOCUMENT G-9 Ms. Angela King

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Oscar Rose Junior College State of Oklahoma HSST/CDA Midwest City, Okla. 73110	DOCUMENT C-1 Ms. Susan Loveless
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University System of New Hampshire School of Continuing Studies Lee Center East Durham, N.H. 03824 (Limited distribution)	DOCUMENTS G-2, G-3 Ms. Suzanne Federer